

学校编码: 10384

分类号\_\_\_\_\_密级\_\_\_\_\_

学号: 11120051300267

UDC\_\_\_\_\_

厦 门 大 学

## 硕 士 学 位 论 文

### A Research into the Advanced Chinese-English Dictionary for Foreign Learners of Chinese

#### 外向型高阶汉英词典研究

张 樱 子

指导教师姓名: 陈 燕 副 教 授

专 业 名 称: 英 语 语 言 文 学

论文提交日期: 2 0 0 8 年 5 月

论文答辩时间: 2 0 0 8 年 月

学位授予日期: 2 0 0 8 年 月

答辩委员会主席: \_\_\_\_\_

评 阅 人: \_\_\_\_\_

200 年 月

厦门大学博士论文摘要库

## 厦门大学学位论文原创性声明

兹呈交的学位论文，是本人在导师指导下独立完成的研究成果。本人在论文写作中参考的其他个人或集体的研究成果，均在文中以明确方式标明。本人依法享有和承担由此论文产生的权利和责任。

声明人（签名）：

年 月 日

厦门大学博硕士论文摘要库

# 厦门大学学位论文著作权使用声明

本人完全了解厦门大学有关保留、使用学位论文的规定。厦门大学有权保留并向国家主管部门或其指定机构送交论文的纸质版和电子版，有权将学位论文用于非赢利目的的少量复制并允许论文进入学校图书馆被查阅，有权将学位论文的内容编入有关数据库进行检索，有权将学位论文的标题和摘要汇编出版。保密的学位论文在解密后适用本规定。

本学位论文属于

1、保密（ ），在      年解密后适用本授权书。

2、不保密（ ）

（请在以上相应括号内打“√”）

作者签名：

日期：      年    月    日

导师签名：

日期：      年    月    日

厦门大学博士论文摘要库

## Synopsis

The prevalence of “Chinese Fever” presents new requirements for the compilation of bilingual dictionary for foreign learners. Although the academic circle has already made some researches into it, theoretic research is still lacking and no real-sense Chinese-English dictionary for foreign learners has been published yet. Because learners’ requirements from dictionaries vary with language capability, the advanced stage is of vital importance for mastering a foreign language. Therefore, this paper tries to explore the general frame of an advanced Chinese-English dictionary for foreign learners, hoping to bridge some gap in this aspect of research.

This paper follows two major threads: morphology which includes morpheme, word, non-word lexical expressions, and culture introduction theory which includes semantic culture, structural culture and pragmatic culture. Every chapter is carried out on the basis of these two threads.

Some innovations are made in this paper. Chapter One analyzes the dynamic change of learners’ requirements from dictionaries. Chapter Two illustrates the quantitative and qualitative requirements (slope, duality of comprehension and production, culture) in TCFL, which are the basis of compilation of advanced Chinese-English dictionary for foreign learners. Chapter Three to Chapter Five respectively discourse on the outside matter, entry selection and micro-structure based on the aforementioned threads. In Chapter Three, “the tolerance principle” for the index system after comparison of three dictionaries is put forward for the improvement of front matter and a more balanced and organized structure of linguistic information is proposed for the improvement of back matter as per phonetics, morphology and semantics. In Chapter Four, for entry selection, a three-level structure which includes character (*zì*), word and non-word lexical unit is proposed according to morphology and a consideration of both big C and small c culture is suggested according to culture requirements. Chapter Five is devoted to the illustration of the arrangement of entries, part of speech, definition and illustrative examples. In the same way, the illustration of definition is carried out as per morphology, i.e. morpheme, word and non-word lexical unit and as per culture introduction theory, the semantic, structural and pragmatic

adequacy of illustrative examples are illustrated.

**Key Words:** Chinese-English dictionary, advanced stage, for foreign learners of Chinese

厦门大学博硕士论文摘要库



## 摘要

“汉语热”的兴起对外向型双语词典编纂提出了新的要求，虽然学界对此有一定研究，但理论研究依然比较欠缺，而实践上也没有出版一本真正意义上的外向型汉英词典。由于学习者对词典的需求随外语能力的变化呈动态性变化，而高级阶段对于掌握一门外语来说更是至关重要，因此，本文试图探索外向型高阶汉英词典的总体框架，以期填补此方面研究的一些空缺。

本文论述的线索主要有两条：一条是词形变化——词素、词和语，另一条是文化导入理论——语义文化、语构文化和语用文化，各个章节依据这两条线索交叉进行论述。

本文的创新之处在于在第一章中总结了学习者对词典需求的动态性变化，并在第二章中将对外汉语教育中定量、定性（坡度问题，理解与产出的双重性以及文化）的要求作为高阶汉英词典编纂的依据。第三章到第五章根据词形变化和文化导入理论这两条线索，分别就词典的外部结构，宏观结构中的词条选取和微观结构进行论述。在第三章总体结构的论述中，针对前页材料，在对比几本词典的检索系统的基础上，创新性地提出了容错性检索，后页材料的设计则根据语音、语义和词形变化将语文性信息进行梳理。在第四章宏观结构的论述中，根据词形变化提出词条收录的字、词、语三级结构，根据文化提出词条收录应该兼顾大文化和小文化。第五章微观结构论述了词条的安排、词形、释义和例句，并根据词形变化论述了语素、词语和语的释义，根据文化导入理论论述了例证的语义、语构和语用充足性。

**关键词：**汉英词典，高级阶段，外向型

## Contents

<b>Chapter One Introduction.....</b>	<b>1</b>
<b>1.1 Research Rationale.....</b>	<b>1</b>
1.1.1 “Chinese Fever”.....	1
1.1.2 Function of the Bilingual Dictionary for Foreign Learners of Chinese.....	3
1.1.3 Current Lack of CED for Foreign Learners of Chinese.....	4
<b>1.2 Research Purpose.....</b>	<b>5</b>
<b>1.3 Research Methods.....</b>	<b>7</b>
<b>1.4 Organization of the Thesis.....</b>	<b>9</b>
 <b>Chapter Two Theoretical Background for the Construction of an ACED for Foreign Learners of Chinese.....</b>	 <b>10</b>
<b>2.1 Requirements of TCFL for Advanced Learners.....</b>	<b>10</b>
2.1.1 Quantitative Requirements.....	10
2.1.2 Qualitative Requirements.....	12
2.1.2.1 Slope.....	12
2.1.2.2 Duality of Comprehension and Production.....	13
2.1.2.3 Culture Introduction.....	14
<b>2.2 Role of an ACED for Foreign Learners of Chinese.....</b>	<b>16</b>
 <b>Chapter Three The Outside Matter of the ACED for Foreign Learners of Chinese.....</b>	 <b>17</b>
<b>3.1 Front Matter.....</b>	<b>17</b>
<b>3.2 Back Matter.....</b>	<b>19</b>
 <b>Chapter Four The Entry-selection of the ACED for Foreign Learners of Chinese.....</b>	 <b>23</b>
<b>4.1 From the Morphological Perspective.....</b>	<b>23</b>
<b>4.2 From the Cultural Perspective.....</b>	<b>26</b>

<b>Chapter Five The Micro-structure of the ACED for Foreign Learners of Chinese</b> .....	28
<b>5.1 Entry Arrangement</b> .....	28
<b>5.2 Part of Speech</b> .....	31
<b>5.3 Definition</b> .....	34
5.3.1 Morpheme Translation.....	35
5.3.2 Word Translation.....	36
5.3.3 Non-word Lexical Unit Translation.....	39
<b>5.4 Illustrative Examples</b> .....	40
5.4.1 Semantic Adequacy of Illustrative Examples.....	42
5.4.2 Structural Adequacy of Illustrative Examples.....	44
5.4.2.1 Grammatical Function.....	44
5.4.2.2 Syntactic Valency.....	46
5.4.2.3 Duplicated Expressions.....	47
5.4.3 Pragmatic Adequacy of Illustrative Examples.....	51
5.4.3.1 Lexical Level.....	52
5.4.3.2 Utterance Level and Discourse Level.....	56
<b>5.5 Usage Note</b> .....	56
5.5.1 From Morphological and Phonological Angles.....	57
5.5.2 From Semantic Angle.....	57
5.5.2.1 Word Choice.....	57
5.5.2.2 Word Focus.....	58
5.5.3 From Structural Angle.....	60
5.5.4 From Pragmatic Angle.....	62
<b>5.6 A Sample of Proposed Way of Micro-structure Compiling</b> .....	62
<b>Chapter Six Conclusion</b> .....	68
<b>Bibliography</b> .....	70
<b>Acknowledgements</b> .....	74

## 目 录

<b>第一章 引言</b>	1
<b>1.1 研究理论基础</b>	1
1.1.1 汉语热	1
1.1.2 外向型双语词典的功能	3
1.1.3 外向型汉英词典的缺乏	4
<b>1.2 研究目的</b>	5
<b>1.3 研究方法</b>	7
<b>1.4 论文结构</b>	9
<b>第二章 外向型汉英高阶词典构建的理论背景</b>	10
<b>2.1 高级阶段对外汉语教育的要求</b>	10
2.1.1 定量的要求	10
2.1.2 定性的要求	12
2.1.2.1 梯度	12
2.1.2.2 理解和产出的双重性	13
2.1.2.3 文化导入	14
2.1.2.3.1 知识文化和交际文化	14
2.1.2.3.2 外向型高阶汉英词典应该包括的文化	15
<b>2.2 外向型高阶汉英词典的角色</b>	16
<b>第三章 外向型高阶汉英词典的外部结构</b>	17
<b>3.1 前页材料</b>	17
<b>3.2 后页材料</b>	19
<b>第四章 外向型高阶汉英词典的词条选取</b>	23
<b>4.1 词形变化角度</b>	23
<b>4.2 文化角度</b>	26

<b>第五章 外向型高阶汉英词典的微观结构</b>	28
<b>5.1 词条排列</b>	28
<b>5.2 词性</b>	31
<b>5.3 释义</b>	34
5.3.1 语素翻译	35
5.3.2 词语翻译	36
5.3.3 语的翻译	39
<b>5.4 例证</b>	40
5.4.1 例证的语义充足	42
5.4.2 例证的结构充足	44
5.4.2.1 语法功能	44
5.4.2.2 句法配价	46
5.4.2.3 重叠的表达	47
5.4.3 例证的语用充足	51
5.4.3.1 词的层面	52
5.4.3.2 言语的层面和语篇的层面	56
<b>5.5 用法说明</b>	56
5.5.1 词形变化和语音角度	57
5.5.2 语义角度	57
5.5.2.1 词语选择	57
5.5.2.2 词汇扩充	58
5.5.3 语构角度	60
5.5.4 语用角度	62
<b>5.6 词条的微观结构范例</b>	62
 <b>第六章 结论</b>	68
<b>参考书目</b>	70
<b>致谢</b>	74

## Abbreviations

- ACED: Advanced Chinese-English Dictionary
- A Guide: A Guide to the Usage of HSK Vocabulary 《HSK 词语用法详解》
- CCD: The Contemporary Chinese Dictionary (5<sup>th</sup> edition) 《现代汉语词典》(5 版)
- CED: Chinese-English Dictionary
- CFL: Chinese as a Foreign Language
- ECD: English-Chinese Dictionary
- HSK8000: A Dictionary of Chinese Usage: 8000 Words 《汉语 8000 词词典》
- LDCC: The Commercial Press Learner's Dictionary of Contemporary Chinese  
《商务馆学汉语词典》
- LDOCC: Learner's Dictionary of Contemporary Chinese (Elementary Level) 《当代汉语学习词典》(初级本)
- LDOCE2: Longman Dictionary of Contemporary English (2<sup>nd</sup> edition)
- LDOCE3: Longman Dictionary of Contemporary English (3<sup>rd</sup> edition)
- LDOCE4: Longman Dictionary of Contemporary English (4<sup>th</sup> edition)
- NCCED: A New Century Chinese-English Dictionary 《新世纪汉英大词典》
- NACED: New Age Chinese-English Dictionary 《新时代汉英大辞典》
- OAECCLD: Oxford Advanced English-Chinese Learner's Dictionary
- SFL: Second Foreign Language
- TCFL: Teaching Chinese as a Foreign Language
- The Grammar Program: A Program of Graded Chinese Grammar 《汉语水平等级标准与语法等级大纲》
- The Vocabulary Program: A Program of Graded Chinese Vocabulary 《汉语水平词汇等级大纲》

## **Chapter One Introduction**

### **1.1 Research Rationale**

#### **1.1.1 “Chinese Fever”**

Language is the most important communicative tool for human beings. Among the various dialects, due to some cultural, political, and economic reasons, one of the dialects of a language gains preponderance over other dialects which are sometimes only used in a reduced scale, and develops into the standard national language. During the process of globalization, the scale of the standard national language of a country is closely related with the international status of that country. Therefore, many countries attach great importance to popularizing their standard national language to promote the mutual understanding and communication in various aspects with other countries.

As the standard national language of China, the Chinese language is gaining prevalence with the rise of China's international status and the enlargement of political, economic and cultural communication with foreign countries. With the acceleration of global economic and multi-cultural development, there are increasing exchanges and cooperation between China and other countries. Chinese, as an important tool for other countries to know China and a cultural carrier, has been highly valued by more and more governments and their societies. Therefore, TCFL (teaching Chinese as a foreign language), an integral part of China's reform and opening up drive is also gaining momentum. Australia made Chinese as the first foreign language for Australians; America made Chinese as one of the foreign languages for college admission; more than 10,000 Koreans come to China to learn Chinese every year; more than 200 middle schools in Japan have opened Chinese language class and Japan also has made Chinese one of the foreign languages for college admission since 1997. To promote TCFL is of strategic significance to popularize the Chinese language and culture throughout the world, to enhance the friendship and mutual understanding as well as the economic and cultural cooperation and exchanges between China and other countries around the world, and to elevate China's influence in the international community. According to the statistics of the Ministry of Education ([http://www.moe.edu.cn/edoas/website18/en/international\\_11.htm](http://www.moe.edu.cn/edoas/website18/en/international_11.htm)) and the Office of Chinese Language Council International

([http://www.hanban.org/cn\\_hanban/](http://www.hanban.org/cn_hanban/)), up to now, there are more than 330 colleges offering TCFL programs in China, receiving about 40,000 foreign students to learn Chinese every year. There are TCFL programs of various types and levels, and a systematic teaching series and network of TCFL have been completed. There are almost 5,000 teachers of TCFL in China. In order to ensure the quality of TCFL teachers, the Guidelines for Teacher Qualification Evaluation of TCFL was promulgated in 1990, starting the teacher qualification certificate system of TCFL. More than 2,000 teachers have obtained the certificate. In 1992, the State Education Commission (now the Ministry of Education) promulgated the Guidelines for Chinese Proficiency Test (HSK) of China to promote HSK home and abroad. There are 36 examination sites in China and 35 abroad. So far, more than 142,000 people have participated in the test.

Due to the fact that the number of people learning Chinese all over the world exceeds 30 million, with more than 100 countries offering Chinese courses in various educational institutions, many countries have a great demand for Chinese language teachers. Therefore, in order to help these countries solve the problem of shortage of Chinese language teachers, the Office of Chinese Language Council International (hereinafter referred as Hanban) has implemented the “Program of Chinese Volunteers to Teach Chinese in Foreign Countries” since 2004. In 2006, Hanban again formulated the “Program of International Overseas Volunteer Chinese Language Teachers” (hereinafter referred as “Overseas Volunteer Program”). The mission of the Overseas Volunteer Program is the recruitment of qualified foreign citizens, overseas Chinese, and exchange students to volunteer as Chinese language teachers in order to improve foreign people’s understanding of Chinese language and culture and strengthen the exchange and friendship between the Chinese and people of other countries at the same time.

Furthermore, in order to better popularize Chinese abroad, Hanban established Confucius Institutes throughout the world. The Confucius Institute is a non-profit education organization, with a mission to help the world understand Chinese language and culture, promote friendly relationships between China and the world, and enhance the development of multiculturalism in order to contribute to the building of a harmonious world. The Confucius Institute is established to promote the teaching of



Degree papers are in the "[Xiamen University Electronic Theses and Dissertations Database](#)". Full texts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to [etd@xmu.edu.cn](mailto:etd@xmu.edu.cn) for delivery details.

厦门大学博硕士论文摘要库